

ABSTRACT

Gusmanto, Ahmad. 2016, *Cooperative Strategy in Building Students' Speaking Skill*

At The 10th Grade Of Arrisalah Islamic Boarding School In Academic Year 2015/2016. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor, Wiwin Widyawati, M. Hum.

Key word: cooperative strategy, speaking skill.

Speaking is the most important aspect that people need to interact with other people. As one kind of language skill, speaking is the most important problem in learning English. For that, the teacher should have a strategy to increase students speaking skill. In Arrisalah Islamic Boarding School, the most of the students have a good ability in speaking. The students also have a good achievement in some competition like storytelling, debate contest, and public speaking. In teaching speaking the teacher used cooperative strategy to build students speaking skill.

To know how is cooperative strategy in building students' speaking skill; the researcher formulated the problem statement into: how is the implementation of cooperative strategy in building students' speaking skill at the 10th grade of Arrisalah Islamic Boarding School? And what are the advantages of cooperative strategy in building students' speaking skill at the 10th grade of Arrisalah Islamic Boarding School?

The design of this research was qualitative research. The technique of collecting data were interview, observation, and documentation. The researcher conducted the interview with the teacher of English teacher in Arrisalah Islamic Boarding School and the students of the 10th grade of

Arrisalah Islamic Boarding School. The observation and documentation was conducted in 10th grade students of Arrisalah Islamic Boarding School.

The result of this research point out that the implementation of cooperative strategy in building students speaking skill areThe implementation of cooperative strategy in building students' speaking skill is the teacher divides the students in some group, giving material and task, cooperative group discussion process, and presentation.. And the advantages of cooperative strategy in building students' speaking skill are make the students more active in speaking English, increase students motivation in learning speaking, make students brave to speak English, build students habitual to speak English, increase students vocabulary, learn how to interact with other people, create enjoy learning process.



CHAPTER I

INTRODUCTION

A. Background of The Study

In this era, English language is the most important language that people need to face globalization. The people should be able to communicate and speak English in order to get information.

English language has four skills they are speaking, listening, reading and writing. In communication, the most important skill is speaking because people need to show their feeling with oral language. Speaking is the most important aspect that people need to interact with other people. The interaction needed to show our feeling, sense, situation, idea, information, etc. According to Flores, speaking is an interactive process of constructing meaning that involves producing receiving and processing information.¹ To the most people, speaking is the mastering of language art. Speaking is the single most important aspect of learning a second foreign language and success in measuring in terms of the ability to carry out conversation in the language.

As one kind of language skills, speaking is the most important problem of learning English. When the people want to speak, he must make a decision of communication about what to say and how to say it. According to Martin Bygate,

¹ Kathleen M Bailey and David Nunan, Practical English Language Teaching Speaking, (New York: McGraw-Hill ESL/ELT),2005,2

“interaction skills involve making decision about communication, such as: what to say, how to say, how to say, and whether to develop it, in accordance with one’s intentions, while maintaining the desired relations with other.”²

In Arrisalah Islamic boarding school the teacher faced the problem that there are many students who are weak in speaking. Some of them never practice their speaking, not confidence, afraid of making mistake and, the other reason is lazy and don’t try to speak English. Because of these difficulties in teaching speaking, the teacher should have a special attention in teaching speaking.

In teaching speaking, the teacher should have a good strategy to build students ability in speaking skill. Strategy Is a plan of action designed to achieve a long term or overall aim. The learning strategy is a learning activity that must be done by teacher and learner to get the purpose of learning effectively and efficiency.³ Moreover Darmansyah said, “ learning strategy is a way of organizing the content of lessons, lesson delivery and management of learning activities using a variety of learning resources and efficiency of the learning process.”⁴ For that, to solve this problem the teacher uses cooperative strategy in building students speaking skill.

² Martin Bygate, *Speaking*, (New York: Oxford University Press, 1987), 6.

³ Hamruni, *Strategi Pembelajaran*,(Yogyakarta: Insan Madani, 2012),2.

⁴ Darmansyah, *Strategi Pembelajaran Menyenangkan dengan Humor*,(jakarta: Bumi Aksara,2010,17.

Cooperative learning strategy is largely based on the idea that the students learn through social context.⁵ More over Abdul Majid states “cooperative learning strategy is a kind of learning process that the students work in a small group”. When the students work in a group, they learn to work together and being more confidence. These all can stimulate them to speak English. Even there is some mistake when they try to speak English, but it’s no problem, because it can train them to be more confidence in speaking English and also can train them to construct the sentence to speak or communicate with English language. For that reason, cooperative strategy is effective strategy in teaching speaking.

Based on interview with Mr. Ridwan Cahyadi, by using this strategy, the students of Arrisalah Islamic boarding school are become more active in speaking English and automatically increase their speaking ability. Because of their good ability in speaking English, some of the students are become a winner in a competition of storytelling, debate contest, and public speaking. And the students who have graduated from Arrisalah, some of them are asked to be the English teacher in other school or other Islamic boarding school.⁶

Based on explanation above, the researcher takes a place at Arrisalah Islamic boarding school in academic year 2015/2016 as the sample. The title of the study is COOPERATIVE STRATEGY IN BUILDING STUDENTS

⁵ Mina Tsay and Miranda Brady, A Case Study of Cooperative Learning and Communication Pedagogy, Journal of the Scholarship of Teaching and Learning, Vol. 10, No. 2, June 2010, pp. 78 – 89.

⁶ Look at the interview transcript : 06/I/1-IV/2016

SPEAKING SKILL AT THE TENTH GRADE OF ARRISALAH ISLAMIC BOARDING SCHOOL IN ACADEMIC YEAR 2015/2016.

B. Research Focus

To avoid a far ranging discussion, the study focus on Cooperative strategy in building students speaking skill at the tenth grade students of Arrisalah Islamic boarding school.

C. Statement of the Problem

1. How is the implementation of cooperative strategy in building students' speaking skill at the tenth grade of Arrisalah Islamic boarding school in academic year 2015/2016)?
2. What are the advantages of cooperative strategy in building students' speaking skill at the tenth grade of Arrisalah Islamic boarding school in academic year 2015/2016?

D. Objective of the Study

Concerning with the problems statements, this study has some objectives described as follow:

1. To describe how is the implementation of cooperative strategy in building students speaking skill at the tenth grade of Arrisalah Islamic boarding school in academic year 2015/2016?

2. To know the advantages cooperative strategy in building students' speaking skill at the tenth grade of Arrisalah Islamic boarding school in academic year 2015/2016.

E. Significance of the Study

- a. English teacher.
 - a) Help teacher to find the good strategy in building students' speaking skill.
 - b) Give the inspiration of good strategy in teaching speaking.
 - c) Help teacher to make learning process more meaningful with a cooperative strategy.
2. Students
 - a) Increase students' speaking skill.
 - b) Make the students more motivated in learning English language.
 - c) Make the students easier in learning speaking.
3. Readers
 - a) Used as the reference.
 - b) As the reference for the reader in building students' speaking skill.

F. Research Methodology

- a. Research Design

In this research the researcher used a qualitative approach. Qualitative research is multi method in focus, involving interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study settings in

their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. Qualitative research involve the studies use and collection of a variety of empirical material. Case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts that describe routine and problematic comments and meaning in individual's lives.⁷

The design of this research is descriptive research. Descriptive research is used to describe characteristics of a population or phenomenon being studied. The function of descriptive research is to get complete information and deep understanding about the problem. The goal of descriptive qualitative research is essentially, as its name implies to describe something.⁸ This research use descriptive method to describe cooperative strategy in building students' speaking skill at tenth grade students of Arrisalah Islamic boarding school in academic year 20115/2016.

b. Researcher's role

Characteristic of qualitative research are the intense and prolonged researcher contact with a field or situation, its role or purpose to obtain a systematic and interacted overview of the data under study, the researcher function as a key instrument, the full participant, recording of what happens in

⁷ Sari Wahyuni, *Qualitative Research Method*, Jakarta, penerbit salemba empat, 2012. 2

⁸ Parasurama, et al. *Marketing Research* : (Boston: George T. Hoffman, 2007) 64

the setting by writing field notes and interview notes by collecting other kind of documentary evidence. Creswell stated, qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. They may use protocol an instrument for collecting data, but the researchers are the ones who actually gather the information.⁹

c. Research Location

The research was conducted at tenth grade students of Arrisalah Islamic boarding school in academic year 2015/2016. The researcher chooses this school because some reason.

- a. Cooperative strategy used in building students speaking skill.
- b. Cooperative strategy was successfully implemented in building students speaking skill.

d. Data Source

Data source in the research is the subject where the data obtainable.¹⁰It means that data source in a research is subject where the data can be gotten.

⁹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method*, (USA: SAGE Publications, Inc, 2009), 175.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian: suatu pendekatan praktik*, (Jakarta: PT Rineka Cipta, 2006)129

The data source is the information that said by the people who are subject of research such as based on observation, interview, and document. The sources of data are informant as headmaster, teacher students, etc.

e. Technique of Data Collection

Data refers to the rough materials research collect from the world that students are studying. The data collection steps include setting, the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.¹¹ There were three data collection techniques used in this study; observation, interview and documentation. Each of the stages are presented in the following.

I. Observation

Observation is a method of collecting data where the researcher notes the information during the whole times of the research. Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site.¹²

¹¹ Creswell, Research Design Qualitative, Quantitative, and Mixed Method, (USA: SAGE Publications, Inc, 2009), 178

¹² Ibid, 181.

The statement above also means that everything in relation with the working project performed and the topic of research must be observed. The data taken from observation is cooperative strategy that used by teacher in teaching speaking. In this case, the data as a fact in the field to complete the data of the research are collected.

2. Documentation

Documentation is a method to get data in the form of note, transcript, book, magazine, agenda, etc. in the other word documentation is used to get the students list in order to know the number of sample.¹³ The researcher used documentation to get the data of the school.

3. Interview

Interview is a media to collect information by giving some question orally to get answer. According to Esteberg, "Interview is a meeting of two people to exchange information and idea through question and response, resulting in communication and joint construction of meaning about particular topic."¹⁴

Interview in this research is to have meeting and dialogue for formal consultation or examination. In performing interview, the first must be

¹³ Sugiyono, Metode Penelitian Pendidikan,(Bandung, CV. ALFABETA,2011),329.

¹⁴ Ibid,317

compiled is a list of person was interviewed they are: English teacher of Arrisalah Islamic Boarding school and tenth grade students of Arrisalah Islamic Boarding school. From the interview the researcher got the data about the implementation of cooperative strategy in building students speaking skill and the advantages of it.

f. Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and others materials that accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

On the other words, data analysis is conducted when the researcher collect data. The data analysis begins when the researcher observes the subject of researcher conducts an interview with respondents. Besides that, the data analysis can be conducted when the researcher completes the process of collecting data

The stages of interactive analysis applied in this researcher are data reduction, data display, and conclusion drawing/verification.¹⁵ Each of the stages is presented in the following.

a. Data reduction

Data reduction is a stage of summarizing, classifying, and focusing on essentials things. In this stage, the researcher needs to separate the accurate data from the inaccurate ones. Through data reduction, the researcher may focus on the data that will be analyzed. Data that is reduced is the result of interviews, observation, and documentation that has been done by the researcher.

b. Data display

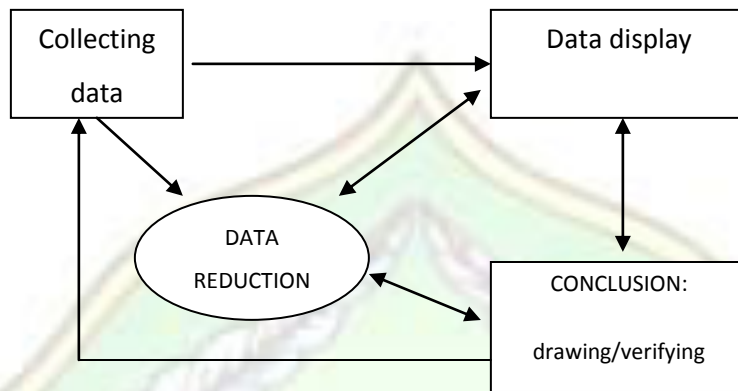
Display data is a stage of organization in to pattern of relationship. Display data can make the collected data are easier to understand.

c. Conclusion drawing/verification

In this stage, the researcher was make conclusion. The conclusion can be in a form of thick description. The conclusion is the answers of the researcher problems that have been formulated.

¹⁵ Matthew B. miles, A Michael Huberman, An Erpanded Sowrce book Qualitative Data (California; Sage Publication, 1994). 10

The stage of data analysis can be showed in this picture.



g. Verification of Data Validities

Validity data is updated concept of the concept validity. According to Moleong, “data validity is the importance concept that updated from validity concept and reliability”.¹⁶

According to William Wiersma, “Triangulation is qualitative cross-validation it assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.”¹⁷

This research uses triangulation technique as a source. It means the researcher uses the way: (a) the comparison between result of observation

¹⁶ Lexy J. Moleong. Metodologi Penelitian Kualitatif, PT Remaja Rosdakarya: Bandung, 2009),321

¹⁷ Sugiyono, METODE PENELITIAN PENDIDIKAN Pendekatan Kwantitatif, Kualitatif dan R&D (Bandung: Alfabeta, 2011), 372

and result of interview, (b) the comparison between public opinion and individual opinion, (c) the comparison between the opinion of public about research situation and the opinion of a long time, (d) the comparison between result of interview and related document.

h. Research Procedure

There are three phase of this research :¹⁸

1. Pre-research phase, those are: arrange of research, choose the place of research, license letter observation condition place of research, and using information, and prepare equipment of research.
2. Research phase, those are: understanding background of research, enter intro research, and join in the research together with collection data.
3. Data analysis phase, those are: as long as analysis and after collection of data.

G. Organization of Thesis

The organization of thesis is given to make the readers understand the content of the thesis. This research report will be organized in five chapter interact one each others. They are:

¹⁸ Lexy Moleong, *Metedologi penelitian Kualitatif PT Remaja Rosdakarya: Bandung, 2009*), 127-148.

CHAPTER I : Introduction. This chapter introduces the whole of the research that involves: background of study, research focus, statement problems, objective of the study, significance of the study, and the organization of the thesis.

CHAPTER II: Review of related literatures. This chapter applies the use theory or the framework of conducting the research, it involves the theory of cooperative strategy in building students speaking skill.

CHAPTER III : Research findings. This chapter contains with research data methodology, research design, research role, place and time of the research, data source, technique of data collection, data analysis and data credibilitation.

CHAPTER IV : Discussion. This chapter, the researcher analyzing data of cooperative strategy in building students' speaking skill.

CHAPTER V : Closing. This chapter consist of the conclusion of the research discussion and about the recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Cooperative Strategy

a. Definition of cooperative strategy

a) Definition

Today in learning process, the teacher usually uses the strategies in teaching. One of them is cooperative strategy. Cooperative learning strategy is developed from constructivism theory that came from Piaget and Vygotsky theory.¹⁹ Cooperative learning strategy is a form of active learning where students work together to perform specific task in a small group. According to Tom V cooperative learning is one approach that emphasizes cooperation with the group. Cooperative learning is a strategy that involves the participation of students in a small group to interact each other.²⁰ In other hand, Slavin stated that “cooperative learning as teaching method in which students work together in small groups to help one another learn academic content.”²¹

¹⁹ Abdul Majid, Strategi Pembelajaran, (Bandung: PT Remaja Rosdakarya, 2014),173

²⁰ Ibid, 175

²¹ Mina Tsay and Miranda Brady, A Case Study of Cooperative Learning and Communication Pedagogy. Journal of the Scholarship of Teaching and Learning, Vol. 10, No. 2, June 2010, pp. 78 – 89.

In cooperative learning, the teacher has a role as a facilitator that brings the students to the source of understanding. The teacher not only gives the knowledge to the students but also build the understanding in their minds.

b) Elements of Cooperative Learning strategy

Johnson, Johnson and Smith suggested that cooperative learning strategy is more than simply working in a groups and should include the following:²²

1. Positive interdependence where team members are reliant on one another to achieve a common goal, and the entire group suffers the consequences if one member fails to do his or her work.
2. Individual accountability where each member of the group is held accountable for doing his or her share of the work.
3. Face to face promotive interaction where, although some of the group work may be done on an individual basis, most of the task are performed through an interactive process in which each group member provides feedback, challenges one another, and teachers and encourages his or her group mates.
4. Appropriate use of collaborative skills where students are provided with the opportunity to develop and implement trust building,

²² Ibid, 80

leadership, decision making, communication, and conflict management skills.

5. Group processing in which team member establish group goals, the assessment of their performance as a team occurs periodically, and they often identify changes that need to be made in order for the group to function more effectively.

c) Characteristic of cooperative strategy.

In cooperative strategy, there are some characteristics. Those characteristic are:²³

1. Uses small groups of three or four students.
2. Focused on tasks to be accomplished.
3. Requires group cooperation and interaction.
4. Self responsibility to learn.
5. Supports division of labor.

d) The advantages of cooperative strategy

Cooperative learning strategy has many benefits for the students. They are:²⁴

- a. Improve comprehension of basic academic content
- b. Reinforces social skills
- c. Allows student decision making

²³ Donald C Orlich, Teaching Strategies a guide to effective instruction, (Wadsworth USA: Cengage Learning 2007) 269

²⁴ Ibid, 271

- d. create active learning environment
- e. boosts students self esteem
- f. celebrates diverse learning style
- g. promotes students responsibility
- h. focuses on success for everyone

e) The benefits of cooperative strategy to English language learners.

There are some benefits of cooperative learning for the English language learners. They are:

- a. English language learners must be encouraged to participate in the tasks or the whole team will fail to accomplish their assignment.
- b. Because peer tutoring and group support of individuals are encouraged and rewarded, all students are supported to succeed.
- c. English language learners have an opportunity to get to know other students in meaningful ways and to demonstrate their competence in a variety of ways.
- d. English language learners benefit from the verbal interactions, learning social norms and content related language.²⁵

²⁵ Adriennel Herrel and Michael Jordan, Strategies For Teaching English Language Learners (USA: Pearson Education inc, 2008),107

f) Implementing Cooperative Strategy in Teaching Speaking

There are steps to implement cooperative strategy in teaching speaking. They are:²⁶

1. Creating a motivating learning atmosphere.

Before asking students to work on cooperative task, the teacher's first role is to transform the classroom into a community in which students feel they are cared by others to develop their sense of belonging and motivate them to work together and enjoy learning with peers.

2. Introducing task.

One of teacher's roles in cooperative learning environment is to explain the learning task for students. In cooperative classroom, it is the teacher's role to explain the instructional task and cooperative structure to students through explaining the academic assignment, explaining the criteria for success, structure positive interdependence and individual accountability, explain the group norms of learner behavior that students are supposed to internalize while they work in groups like social skill.

²⁶ Benfatah Fatma Zora, Implementing Cooperative Learning Technique in Teaching Speaking Skill, (Republic of Algeria: Baskara University 2012/2013)46-52.

3. Monitoring group learning.

In cooperative classroom, teachers move around the group to monitor each learning group and intervene when necessary to improve the progress of the groups on the task, because monitoring the group work by the teacher, learners try to make more efforts to remain on the task and tend to feel accountable to contribute in the work.

4. Cooperative speaking task and activities

The most used cooperative speaking activities are sorting and ranking, two puzzles or three steps interview, group dialoging and universal story.

5. Cooperative learning and assessment.

In cooperative strategy, there are three types of assessment, they are group assessment, individual assessment, self and peer assessment.

1) Group assessment

Group processing is a way to get the teacher evaluates the progress of the group on the task and helps him to provide feedback for learners about how successful and functioning their group is without forcing students to tell on one another.

Group processing as reflecting on a group meeting to describe which members' actions were helpful and which are not helpful, and decide which action to continue and which actions need to be replaced and its purpose is to clarify and improve the effectiveness of the members' contributions in making the group work functioning to achieve the group's goals.

2) Individual assessment.

Individual assessment often takes a form of quiz, test or a collection of evidence that all individuals in the group contributed in the group work. In addition, it informs the teacher about how members in groups made efforts for the success of the group work. Besides that, individual assessment is a way to foster learner's individual accountability. In other words, when individuals are informed that they will have individual assessment their responsibility towards the accomplishment of the task will be increased.

3) Peer and self assessment

Peer assessment is a type of assessment in which group members are the assessors of the group members' contributions. In other words, it is the group who judges the contributions of its members and he pointed out that peer

assessment is an effective way to help students learn valuable skills, like how to be faire, reflective and less reliant on experts. Moreover, it is a way to ensure that the mark awarded to a group member reflects the individual contribution and claimed that social loafing and freewheeling are some issues that may arose in peer assessment which can be handled by teacher's help.

B. Speaking skill.

a) Definition of skill

Skill is an ability to do an activity or job well, especially because you have practice it.²⁷ In oral skill there are two basic skill, they are motor-perceptive skills and interaction skill. According to Martyn Bygate, “there are two basic ways in which something we do can we call as a skill. First, there are motor-perceptive skills. But in addition there are also interaction skills.”²⁸

- Motor-perceptive skill, involve perceiving, recalling, and articulating in the context order sounds and structures of the language.
- Interaction skill, involve making decisions about communication, such as: what to say, how to say, how to say it, and whether to develop it, and

²⁷ Cambridge, Advanced Learner's Dictionary, third edition.

²⁸ Martin Bygate, Speaking, (New York: Oxford University Press,1987), 5-6

accordance with one's intention, while maintaining the desired relations with other.

b) Definition of speaking

In their life human need to communicate and interact with other. In this case, speaking skill is important to build social interaction with other. Speaking is verbal use of language to communicate with others. Communication needed to ask something, share the idea, to show the feeling, and other. According to Flores, "speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information".²⁹ For that, Speaking is one key of communication.

When the people interact with other people, the participant must know the aim of the interaction. Between idea, feeling, and interaction. It needs to negotiate the meaning. Brown stated that "speaking is oral interaction where participants need to negotiate the meaning in ideas, feeling and information and manage in term of who is to what, and about what."³⁰ it means, understanding the aim of speaker is important to get clear conversation.

²⁹ Kathleen M Bailey and David Nunan, practical English Language Teaching Speaking, (New York: McGraw-Hill ESL/ELT. 2005),2

³⁰ H Douglas Brown, Teaching the Spoken Language. (New York: Cnbridge,1983).

Speaking is productive skill, speaking refers to produce systematic verbal utterances in order to convey the meaning. In speaking skill, there are some components that recognized in analyzing of speech process. They are pronunciation, grammar, vocabulary, fluency, comprehension.

c) Components of Speaking

If the students want to be a master in speaking, they must be a master in all components of speaking. the component is what aspect influencing how well people speak English. According to Syakur, “speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation and fluency.”³¹ Those components will be explained as follow:

2. Grammar

In speaking, grammar needed to arrange correct sentence in conversation. Because, in grammar there are the rules to arrange the correct sentence. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker’s or hearer’s knowledge of the language. Moreover, Greenbaum and Nelson argue that Grammar refers to

³¹ Syakur, Language TestinG and Evaluation. (Surakarta: Sebelas maret university press) 5

the set of rules that allow us to combine words in our language into larger units.³²

Function of grammar is to arrange the correct meaning of sentences based on the context. According to Harmer “The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language”.³³ Moreover, Nelson states that grammar is the study of how words combine to form sentences it is used to avoid misunderstanding in each communicator.³⁴ Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words.

3. Vocabulary

Vocabulary is the key of success in learning second language. Because without vocabulary, learning English will be meaningless. The students can't practice to speak English if they don't memorize the

³² Greenbaum And Nelson, An Introduction to English Grammar: Second Edition. (London: Pearson Education Limited, 2002),1.

³³ J. Harmer, The Practice of English Language Teaching: Third Edition. Completely Revised and Updated. Cambridge, UK: Longman. 2001,12.

³⁴ Nelson, G. English an Essential Grammar. London and New York: Routledge. 2001,1.

vocabulary. The students can't express their feeling if they have poor vocabulary. And also in learning grammar, they can't practice to arrange a sentence without vocabulary. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and every day.³⁵ It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

4. Pronunciation.

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have a good pronunciation and intonation even

³⁵ Turk, Effective Speaking : Communicating in Speech.(London :Spon Press, 2003),87.

though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words.

Pronunciation is not just about saying the word, but it include segmental articulation, rhythm, intonation and phrasing. Moreover, Fraser said “pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and contact”.³⁶

5. Fluency

Fluency is the crucial part in speaking. By balancing the accuracy and fluency the teacher can understand how far the students’ ability in speaking. Accuracy in this context refers to the ability to speak properly. In the other hand, fluency is the capacity to speak fluidly, confidently, and at a rate consist with the norms of the relevant native speech community. For instance, if the students want to get a good fluency in speaking, they must practice to speak English more and more. And also from the teacher, he must give the example of fluency in speaking.

³⁶ Fraser, Teaching Pronunciation: A handbook for Teachers and Trainers. (New South Wales: Department of Education Training and Youth Affairs,(DETYA), 2001),6.

d) The types of spoken language

Brown state that there are five types of spoken language, they are elaborated as follow:³⁷

1. Imitative

Students need to listen and repeat after the models and drilling is still an effectively to facilitate repetition. Throught it was believed to be an old-fashioned but it is still applicable for communicative learning. Drilling is way to orally repeat strings of languages that may pose some linguistic difficulty. It allows the students to focus on a language element, pattern and to “loosen the tongue.”

2. Intensive

This type of activity is to allow the students to go one step beyond to practice their speaking ability by including the grammatical or phonological aspects they have learn. Initiative speaking can be self-initiated or some pair-work activity.

3. Responsive

The students-initiated questions or commonts or short replies to teacher can be sufficient practice of responsive texts. Responsive

³⁷ Dounglas Brown, Teaching By Principles: An Interactive Approach to Language Pedagogy (New York: Pearson Education, 2007), 330

conversation also practices in pre activity when teacher do brainstorming.

4. Transactional

This type of spoken language can carried out in order to convey and exchange more information and facts. Students need to negotiate more meanings.

5. Interpersonal

Interpersonal dialogue require more than information and facts. The students will need to involve others factors, such as: “a casual register,colloquial language, emotionally charged language, slang, ellipsis,sarcasm and a covert “agenda”. The students carry out for the purpose of maintenance social relationship than for transfer of information and facts.

e) Characteristics of successful speaking activities.

In speaking activities, there are some characteristics that indicate the successful of speaking activities, they are:³⁸

1. Learners think about. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

³⁸ Penny Ur, A Course in Language Teaching, (New York : Cambridge University Press, 1996), 120.

2. Participation in even classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak, because they are interested in the topic or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

C. Previous Study

This research started from previous research that was conducted by Vero Vauzia, the students of STKIP Siliwangi Bandung with the title “Teaching Speaking Using Cooperative Learning Strategy at Seventh Class Students of MTs AL-luthfah Cililin”. The statements of the problem of this research are what is the influence of cooperative learning in teaching speaking? The result of this research is cooperative strategy can help students to understand the lesson, especially in speaking. Cooperative strategy is the effective strategy to make students more confident and responsible with the material. The students become easier to produce the words to speak English that can train their speaking skill.

The next previous study is the research from Ni Wayan Darsini the student of English Department Faculty of Teacher Training and Education Mahasaraswati Denpasar University by the title ‘Improving Speaking Skill Through Cooperative Learning Method Of the Eight Students of SMPN 2 Ubud in Accademic Year 2012/2013’. The statement of the problem of this research are, can the speaking skill be improved through cooperative learning method of the eight grade students of SMPN 2 Ubud in academic year 2012/2013? The result of this research is the implementation of cooperative learning strategy could improve the achievement of eight grade students of SMPN Ubud in academic year 2012/2013 in speaking skill.

These previous study help the researcher to understand the related study. It can help researcher to understand that cooperative strategy is the effective strategy in teaching language, especially in teaching speaking. The similarity between these previous researches and this research is finding that cooperative strategy can improve students speaking skill. And the difference of these previous researches and this research are, in this research the researcher did the study about how is the implementation of cooperative strategy in building students speaking skill and also the advantages of it. These problem statements were not studied in p

CHAPTER III

DATA DESCRIPTION

This chapter contained by data description and research findings that have been collected by researcher. In this chapter, researcher conducted the data collection through interview, observation, and documentation. The interview is conducted to the secretary, English teacher, and the students of 10th grade students of Arrisalah Islamic boarding school. The observation is about Cooperative Strategy In Building Students Speaking Skill At 10th Grade Students Of Arrisalah Islamic Boarding School In Academic Year 2015-2016. The documentation is conducted by searching the data profile of research location dealing with Arrisalah Islamic boarding school. All of data collection is explained as follows.

A. General Data

1. The History of Arrisalah Islamic Boarding School.

Arrisalah is an Islamic educational institute, based on document story of Arrisalah Islamic boarding school, Arrisalah is fully adopts the curriculum of Gontor Islamic boarding school, its discipline, method of teaching the students and management. Historically, it was established by Drs. KH. Muhammad Ma'shum Yusuf, and was opened by KH Imam Zarkasyi (the founder of Gontor Islamic boarding school) and his son KH.

Abdullah Syukri Zarkasyi MA on February 26th, 1985, named by Madinatuth Thulab (student city).

It is located at Gundik Slahung Ponorogo East Java, 15 KM from Ponorogo to the South. It's campus is about 10 Ha. It has various facilities of education, such as: sport, praying, shops, cafeteria, telecommunication, internet network, office etc. Students of Arrisalah are 1.050 persons, came from all over Indonesia such as Java, Bali, Kalimantan, Maluku, Irian Jaya, and etc. The member of teachers are 184 persons. The teachers are graduated from Arrisalah Islamic boarding school, Gontor Islamic boarding school and other universities outside Arrisalah islamic boarding school.

Since its establishment, Arrisalah Islamic boarding school had carried out the mixed educational system of salafiyah and Modern program, with considering importance of both balancing. In case the graduations had to balance as good aqidah and ethic, afterward supported by scientific own every student.

“Modern boarding school as the unifier cities” this motto has been formed by students who comes from all over Indonesian province, certainly obliged to take out racial, groups, ideology, as mission “rahmatan lil’alamien”. To increase educational system, Arrisalah Islamic boarding

school was opened to foreign student for seeking science at Arrisalah Islamic boarding school, for increasing International program.

2. Geographical of Arrisalah Islamic Boarding School

The condition of place where the students study can support the process of learning. It can be seen from geography location of the school that is beneficial.

Ponorogo where Pondok Modern Arrisalah stand is located on $111^{\circ}17' - 111^{\circ}52'$ East longitude and $7^{\circ}49' - 8^{\circ}20'$ South latitude in the next section Southwestern region of East Java Province. Having altitude between 98 - 113 above sea level with temperatures ranging between $31^{\circ}\text{C} - 18^{\circ}\text{C}$. Ponorogo is bordered north by Madiun Regency, south to Pacitan Regency, east with Trenggalek regency, and west with the district of Wonogiri Central Java Province.

More precisely, Arrisalah located in Gundik village Slahung Subdistrict about 14 KM to the west from Ponorogo city. The wide of this boarding school is up to 13 hectare and stand on three villages, they are :

1. West side, nailan village.
2. North side, Gundik village.
3. East and south, Crabak village.

Geographically, Arrisalah Islamic Boarding school located in strategic area, because the transportation to this boarding school is easy to access. But, this school is not too near with the noisy road. So that, the students can learn comfortably. The environment of this boarding school is very good and conducive to support learning process.

3. Motto, Vision and Mission.

a. Motto of Arrisalah Islamic boarding school

The motto of Arrisalah Islamic boarding school is “LILLAHI ARRISALAH WA-R-RISALAH LILLAH”. The meaning is, everything in Arrisalah, soul and body is belong to Allah. And also Arrisalah with all his mission and activities are only for upholding the word of Allah, and only hope the reward to Him.

b. Vision

Got a comprehensive and useful knowledge from anywhere and can be used for the advancement and welfare of people throughout the world, in the world or in the hereafter. Although still start from alif.

c. Mission

1. In the far term.

Accordance with the instruction of Allah, all students must emulate the prophet Muhammad PBUH.

- a. Follow the leadership of Prophet Muhammad PBUH. (Imaman li-l-muttaqin, kholifatan 'alal ardli, Rahmatan lil 'alamin, and defender in Allah's way).
- b. Produce the leader who set example to Prophet Muhammad PBUH.

2. In the near term

- a. Strong devout, true worship, noble morality, wide knowledge, much experience, good attitude.
- b. Can continue the study in various university in or out of country, general or religion, formal or informal. After graduated, student hoped to struggle everywhere with any professions based on Allah and His messenger guidance, to reach the happiness in the world and hereafter.

4. Extracurricular of School

Arrisalah Islamic boarding school has a lot of extracurricular. The activities practiced in the student organization of Islamic boarding school by routine activities and organized, such as: public speaking and discussion in

three languages (Indonesian, Arabic, and English), scouting, martial arts (tapak suci), various sports (foot ball, badminton, futsal, basketball, etc), arts and skills, calligraphy, and music.

5. The activities of language movement section

The central of language movement has a function to maintain and develop the language in boarding school. With the motto “language is our crown” becomes a motivation to build the student ability in English language and Arabic language. There are many activities that routinely held to build students ability in learning language.

1) Daily activity

a) Language court

The function of language court is to judge the offender of language. In boarding school the students obligated to speak English and Arabic language, so that the students that not use English or Arabic language when they are speaking will be judged in language court.

b) Giving vocabulary

Every afternoon at 05:00 PM all students of Arrisalah are given the vocabulary to memorize. Everyday students gave 3 vocabularies.

The purpose of this activity is to increase the students' vocabulary that very useful to improve their speaking.

c) Language course

Language course was held to improve students' language skill. The main purpose of language course is to make students be able to speak English and Arabic properly.

2) Weekly activities

a) Conversational Arabic and English language

Arabic Conversational and English conversation is the activity to build speaking skill of students. On this occasion the students are forced to use Arabic and English language properly in the dialog or discuss something. In this activity the students are divided in groups.

b) Listening to audio Arabic and English language

In this activity, the students should bring the paper to write the content of the video. The purpose of this activity is to know the ability of students in listening and writing.

3) Monthly activity

a) Watching cinema

To teach student's language responsive skill and their understanding in language, language section held watching cinema. The cinema is using Arabic or English language. By this activity students can learn their listening, and also the pronunciation.

4) Annual activities

a) Language skill competition.

The competition was held by language movement section. There are many kinds of competitions like storytelling, speed reading, breaking news, Fathur-Rohman, Fathul Mu'jam, debate contest, just guest who am I. The purpose of this competition is to stimulate students' creativity in using foreign language.

b) Drama contest.

On this occasion the students are develop in a groups and shown the theme of the story and then they develop it into a drama. The drama is using Arabic and English language. For that, students can learn and practice to speak English and Arabic properly.

c) Language game.

This quiz is like a quiz that we often watch it on TV, but this quiz is using Arabic and English language. The purpose of this quiz

is to motivate students in using and learning Arabic and English language.

B. Data Description

1. The implementation of cooperative strategy in building students' speaking skill at the tenth grade of Arrisalah Islamic boarding school in academic year 2015/2016.

In our country, English is a foreign language which is taught in schools from elementary school to university. The English subject has four skills that have to be mastered by the students; they are speaking, reading, listening and writing. From the four skills, speaking is the most important skill in oral language. When the people want to show his feeling orally, speaking skill is needed to make other people understand what they mean. For that, the good strategy in teaching speaking has big influence to make students easier in learning speaking.

As we know, the good strategy can make the students easier to understand the material during learning process. In 10th grade students of

Arrisalah Islamic boarding school, the teacher uses cooperative strategy in building students speaking skill. It is According to Mr. Ridwan Cahyadi as the member of language section.

In building students' speaking skill, language section held English/Arabic conversation every last week. In that activity usually we used cooperative strategy. Because by using this strategy we can stimulate the students to speak English in a group discussion. I divide the implementation of cooperative strategy into three activities, pre activities, main activities and last activities.³⁹

Based on observation, the implementation of cooperative strategy in building students' speaking skill at 10th grade students of Arrisalah Islamic boarding school is divided into three activities. These activities are presented as follow:

1) Pre activity

Pre activity is the activities done by the teacher before teaching and learning process. The activities include:

a. Greeting

In greeting, the teacher says salam and giving the motivation to the students to make a good atmosphere and enjoyable learning process. The teacher motivated students to enjoy work in a group with his friends. Besides that, the teacher always checks the students' dictionaries and pocket

³⁹ Look at the interview transcript : 01/I/1-IV/2016

books. Because, the students is always obligated to bring dictionary and pocket book in speaking class.

Mr. Ridwan Cahyadi said:

Before starting main activity, I give the motivation to my students. First step is how to make them enjoy before learning process started, and command them to enjoy to work in a cooperative group discussion. In this activity I always obligate my students to bring the dictionary and pocket book. And before I start my lesson I always check it. The function of it is when they don't know about some vocabularies, they can check it in the dictionary and write it in the pocket book to be memorized.⁴⁰

b. Apperception

Apperception has a function to stimulate the students' knowledge by asking some question. Usually the teacher asks about the vocabulary.

2) Main activity

Main activities are the activities which conducted by the teacher during the learning process. These activities are:

a. Divide the students in some groups.

Here, the students divided in some group. Every group consists of 4-5 students. The group is mixed between the students that have a good ability in speaking and the students that have less ability in speaking.

⁴⁰ Look at the interview transcript : 01/I/1-IV/2016

Mr. ridwan Cahyaadi said:

In dividing the students in a small group, I mix between the student who have a good ability in speaking and the student who have less ability in speaking. The function of it is to stimulate the students with less ability in speaking to try to speak and they can learn from their friend.⁴¹

b. Giving the material and task

After the students divided in some groups, the teacher gave them the material to be discussed. For example: the problem in daily live, religion, the news, etc. The main purpose of giving the material is to make students speak English; for that, the material is not too difficult. Besides that, the teacher also explain the task of each group.

Mr. Ridwan Cahyadi stated:

The main purpose of the material is how to make the students brave to speak English, for that the material that I gave to discussed is very simple like the problems in daily life, religion, etc.⁴²

a. Process of group discussion

Every group was got their own material to be discussed. During discussion process, the students are obligated to speak using English language. When they are

⁴¹ Look at the interview transcript : 01/I/1-IV/2016

⁴² Look at the interview transcript : 01/I/1-IV/2016

forgot or don't know the vocabulary, the students can open the dictionary, pocket book or teacher.

In this discussion process, the teacher always monitors the students. Because, when they are monitoring the group, they will try to more effort. Besides that, by monitoring the group work, the teacher can help the students who need his help. According to interview with Mr. Ridwan Cahyadi:

After I gave the material to the students, they start to discuss that material in their group. But I as a teacher always monitor them during the discussion. By monitoring the group, the students have more effort to do the best, and also, I can help my students who got the difficulties.⁴³

From that statement we know that the students who actively guided by his teacher during learning process can increase their motivation to study. Especially in speaking class, the student who afraid to speak English when discussion process, they will try to speak English.

b. Presentation

As the result of discussion, each group sent their delegation to present the result of their discussion in front of the other group. Every group just sent 2 persons from their group to present the result of discussion. Here the teacher just

⁴³ Look at the interview transcript : 01/1/1-IV/2016

listen and sometime correcting the students' mistake in spelling or arranging the sentences.

3) Last activities

a. Evaluation

A teaching and learning need to be evaluated. Evaluation need to make teaching and learning better. In evaluation, the teacher asks to the students about the problem that they find during learning process. By finding the problem in learning process, the teacher can evaluate and make learning process better.

Mr. Ridwan Cahyadi stated:

In the last activities there are an evaluation and motivation. The evaluation need to make learning process better. Usually in evaluation I ask my students about the problem that they face during learning process. After that, I always motivate my students to study more and remind them to use English and Arabic language every day.⁴⁴

b. Motivation

Before learning process ended, the teacher gave the motivation to his students to study more and command them to use English or Arabic language wherever they speak.

These all is how cooperative strategy implemented by the teacher in building students speaking skill.

⁴⁴ Look at the interview transcript : 01/I/1-IV/2016

2. The Advantages of Cooperative Strategy in Building Students' Speaking Skill at the 10th Grade of Arrisalah Islamic Boarding School.

Teachers' strategy to teach their students is variety. The main purpose of choosing the strategy in teaching is to make the goal of learning process reached. Here, the teacher uses cooperative strategy in teaching speaking. In using the strategy to teach, there are some advantages.

There are several advantages of using cooperative strategy in building students' speaking skill. According to interview with Mr. Ridwan Cahyadi:

There are some advantages of cooperative strategy in building students' speaking skill. Cooperative strategy can make my students more active in speaking English, increasing students' motivation in learning speaking, students to be brave to speak English to show their opinion, the students being habitual to speak English, and also increase students' vocabulary. Besides that, the students also can learn how to interact with other people.⁴⁵

Beside from the teacher, the students also give their opinions about the advantages of cooperative strategy in building students speaking skill.

Based on interview with Farid Tamimi the student of class X (B), he stated:

Cooperative strategy can make me enjoy in class, I can speak by enjoy feeling. I don't care am I make a mistake or not in arranging

⁴⁵ Look at the interview transcript : 01/I/1-IV/2016

sentence when I speak. The important for me is I just want to show my argument.⁴⁶

Mohammad Rifa'I the student of class X (b) also said about the advantages of cooperative strategy in building students speaking skill:

Cooperative strategy trains us to be brave to speak, habitual in speaking English and I can learn a new vocabulary from my friend in a group.⁴⁷

Arif saputra the student of class X(c) stated:

the atmosphere of class is being enjoy, when I see my friend in my group has the good ability in speaking English, it can motivated me to learn more in speaking English.⁴⁸

From this observation, we know that cooperative strategy has many advantages in building students' speaking skill.

⁴⁶ Look at the appendix : 02/I/8-IV/2016

⁴⁷ Look at the appendix : 03/I/8-IV/2016

⁴⁸ Look at the appendix : 04/I/8-IV/2016

CHAPTER IV

DISCUSSION

In this chapter the researcher discusses the result of the research which done about cooperative strategy in building students' speaking skill at the 10th grade of Arrisalah Islamic boarding school in academic year 2015/2016. The discussion gives explanation for the research problem which has been stated in chapter one as follow:

A. The analysis on the implementation of cooperative strategy in building students' speaking skill at the 10th grade of Arrisalah Islamic boarding school in academic year 2015-2016.

In order to make the students easier to understand the material, the teacher must have an appropriate strategy. The teacher of language in Arrisalah Islamic boarding school used cooperative strategy in building students' speaking skill.

From the description of the data in chapter 3, the researcher find three activities to implement cooperative strategy in building students speaking skill.

Before going to the main activities, there are pre activities that the teacher done. Those activities are greeting and apperception.

In order to make a good atmosphere in learning process, the teacher always gave the motivation to his students before starting the main activities. Motivation needed to make the students more enthusiasm, enjoy, and ready to follow the learning process and also the motivation is to make the students enjoy working in a cooperative group discussion. It is according to the Benfatah theory, he stated “before asking students to work on cooperative task, the teacher. First role is to transform the classroom into a community in which students feel they are cared by others to develop their sense of belonging and motivate them to work together and enjoy learning with peers.⁴⁹these activities are done in greeting.

Apperception has a function to stimulate the students’ knowledge. According with the result of observation in 10th grade students of Arrisalah Islamic boarding school, in the apperception the teacher asked about the vocabulary that has given in everyday.

By asking some vocabularies that have been memorized, the students can review their memories about vocabulary that have been memorized before. It will

⁴⁹ Benfatah Fatma Zora, Implementing Cooperative Learning Technique in Teaching Speaking Skill, (Republic of Algeria: Baskara University 2012/2013)46

be useful to make the discussion well because if the students know much vocabulary, they will be easy to show their opinion.

After pre activities finished, the next activity is main activity. Main activities are the activities which is conducted by the teacher. Here all of learning process by using cooperative strategy to build students' speaking skill was conducted. As we know that cooperative learning is one approach that emphasizes cooperation with the group. Here the students being more active than the teacher. The teacher has a role as a facilitator that bring the students to the source of understanding.

The first step is dividing students in some group. In this activity, the teacher divides the students in some group each group consists of 4-5 students. As the teacher said, in dividing the students in a small group, they mix the students who have a good ability in speaking and the students with less ability in speaking. to do this, the teacher must know the ability of is students.

In this activity, class X (b) and class X (c) are mixed into one. Class X (b) is usually consist of the cleaver students and X (c) students is usually has low ability in a lesson. For that, this speaking activity two classes are mixed into one. And also in one group, consist of the students with high ability in speaking and the students who have low ability in speaking. The function of it is to stimulate the students who have low ability in speaking to learn with his friends who have

a good ability in speaking. By mixing the students, the students who have low ability in speaking being brave to try speak English.

After dividing the students in some group, the teacher explains about the task of each group. Benfatah theory stated; one of teacher's roles in cooperative learning environment is to explain the learning task for students. In cooperative classroom, it is the teacher's role to explain the instructional task and cooperative structure to students through explaining the academic assignment, explaining the criteria of success, structure positive interdependence and individual accountability, explain the group norms of learner behavior that students are supposed to internalize while they work in a groups like social skill.⁵⁰

After explaining the task, the teacher gave the material to be discussed by the group. Every group get one material/theme to be discussed in their groups. The material that gave by the teacher is the simple material, or the simple theme, which the most of the students understand about it. For example the materials that gave by the teacher are the problems about religion, the news, or the problem in their daily life.

The main purpose of giving the simple material is to make all of students can speak and show their opinion. If the material is difficult, it may be able to make some students just keep silent because they don't understand about that

⁵⁰ Ibid: 46

material. And certainly, if they just keep silent, it means they don't practice to speak.

Flores stated "speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information".⁵¹ For that, by using cooperative strategy in group discussion method, the students can learn how to producing, receiving, and processing information and to show it in their own word.

The next activity is process of group discussion. In this activity, the students start to discuss the material that has been given by the teacher in their group. The discussion process is obligated to use English language. Never mind if there is some mistakes grammatically in arranging the sentences. The important one is how to make the students brave to speak English to show their opinion.

In the discussion process, the teacher always guides his students. He always monitors every group when they are discussing the material. The function of guiding group discussion is, the teacher can help the student who needs his help. May be they don't understand about the material or don't know the vocabulary. but, if the problem is don't know the vocabulary, the teacher

⁵¹ Kathleen M Bailey and David Nunan, Practical English Language Teaching Speaking, (New York: McGraw-Hill ESL/ELT),2005,2

command the student to search it in the dictionary, and after he find it he must write it in his pocket book to be memorized.

The other function of monitoring group discussion is the student can be motivated to more effort to do the best. It is according to Benfatah, he stated that in cooperative classroom, teachers move around the group and intervene when necessary to improve the progress of the groups on the task, because monitoring the group work by the teacher, learners try to make more efforts to remain on the task and tend to feel accountable to contribute in the work.⁵²

From that statement we know, that in cooperative strategy in model of group discussion, the teacher guidance is needed to help the students' difficulties and to make students more effort to do the best in discussion.

After doing the discussion to show the result of every group, the teacher asks two persons from every group to present the result of discussion. In this activity, the other student must listen to the speaker.

The role of teacher in this activity is as listener and correcting the grammatical form of the students that giving presentation. By this rule, all students can learn how to arrange correct sentence. Here, the teacher also corrects the students' spelling or pronunciation.

⁵² Benfatah Fatma Zora, Implementing Cooperative Learning Technique in Teaching Speaking Skill, (Republic of Algeria: Baskara University 2012/2013)48

After all activities finished, now entered to the last activity. In last activity there are two activities, evaluation and motivation.

A teaching and learning process need to be evaluated. The evaluation needed to make teaching and learning process better. Based on the interview with the teacher, the researcher find that in the evaluation process, the teacher giving some questions to his students about the problem that students face during learning process. The teacher also evaluate about what is the difficulty that the students feel in study about speaking.

By using this activity, the teacher know the problem that the students face during learning process. If the teacher got some problem I learning process, he can improve learning process to be better.

In the last activity before the teacher ended all of learning process; the teacher always gave the motivation to his students. The motivation is very important for the students. By using motivation the students can be more enthusiasm in their study. By using motivation, the students can have a destination of success in their study.

Before class ended, the teacher motivated his students to study more and more. Especially in practice their speaking skill. The teacher obligates their students to speak using Arabic language in Arabic week, and using English

language in English week. So, the class is ended by saying Hamdalah and salam from the teacher.

From these all activities, researcher find that these all is according to the theory of characteristic cooperative strategy. Those character are Uses small group of three or four students, Focused on tasks to be accomplished, Requires group cooperation and interaction, Self responsibility to learn, Support division of labor.

Those all is how cooperative strategy implemented in building students' speaking skill at 10th grade of Arrisalah Islamic boarding school.

B. The advantages of cooperative strategy in building students' speaking skill at the 10th grade students of Arrisalah Islamic boarding school.

All strategies have the advantages when they are applied. Of course cooperative strategy has his own advantages. Generally, cooperative strategy has the advantages. Those advantages are reinforces social skills, improve comprehension of basic academic content, allows student decision making, create active learning environment, boosts students self esteem, celebrates diverse learning style, promotes students responsibility, focuses on success for everyone

Those all the advantages of cooperative strategy in general, but here the researcher try to find the advantages of cooperative strategy in building students' speaking skill.

Based on the data description in chapter III, the teacher and also the tudents explain that cooperative strategy have many advantages in building students speaking skill. Those advantages are:

1. Make students more active in speaking English.

In previous chapter, was explained that in group discussion activity the students are obligated to use English language. For that, the students can be actively speaking English.

2. Increase students' motivation in learning speaking.

When the students work in cooperative group discussion, they can see their friend who has a good ability in speaking. It can motivate the students who have low ability in speaking to study more about speaking.

3. Make students brave to speak English.

In group discussion, the teacher not obligates the students to arrange good sentences with the correct grammatically. But the teacher just commands the students to speak with English. Because of this, the students are being not afraid to make a mistake in speaking.

4. Build students habitual to speak English.

Because the discussion process is always using English language, the students being habitual and don't shy or afraid to speak English.

5. Increase students' vocabulary.

During learning process, the students are obligated to bring the dictionary. When the students don't know what to say in English, they can search that word in the dictionary and after they find it, they must write it in the pocket book. For that, the students' vocabulary will increased.

6. Learn how to interact with other people.

Cooperative strategy is the strategy that involves the participation of the students in a small group. For that, the students can learn how to understand, interact, and communicate with other people.

7. Create enjoy learning process

Cooperative strategy is a form of active learning. When the students discuss in their group they can show their argument to his friend. It can be enjoyable because some of them defend that argument and some of them try to deny that argument.

From those statements, the researcher find that there are many advantages of using cooperative strategy in building students speaking skill.

CHAPTER V

CLOSING

A. Conclusion

Based on the obtained data, the researcher concludes the research as follow:

1. The implementation of cooperative strategy in building students' speaking skill is the teacher divides the students in some group, giving material and task, cooperative group discussion process, and presentation.
2. The advantages of cooperative strategy in building students' speaking skill are make the students more active in speaking English, increase students motivation in learning speaking, make students brave to speak English, build students habitual to speak English, increase students vocabulary, learn how to interact with other people, create enjoy learning process

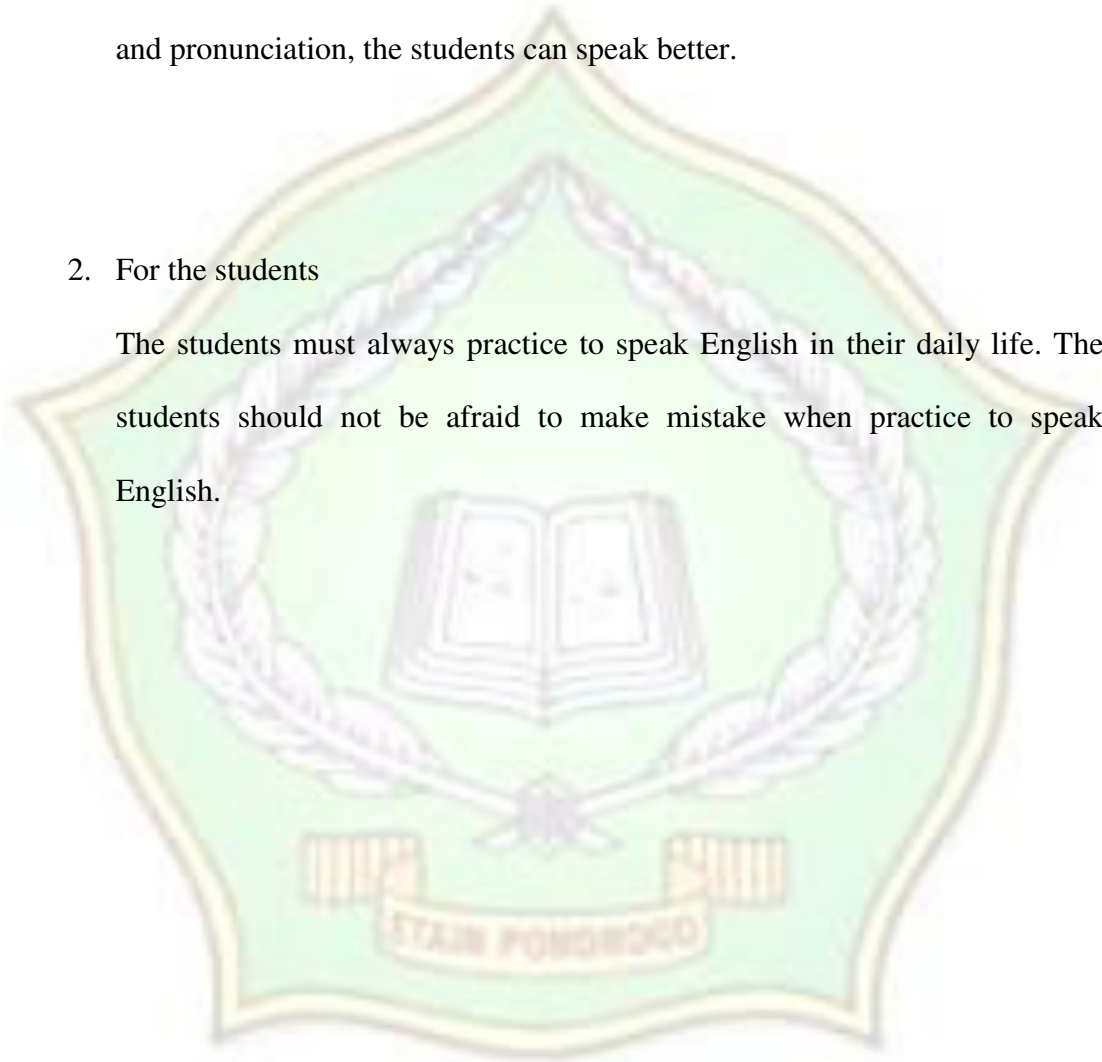
B. Recommendation

1. For the teacher

In teaching speaking, cooperative strategy is very helpful in building students speaking skill. But, some of students still low in grammatical and pronunciation. The teacher should help them to increase their ability in grammar and pronunciation. By increasing the students' ability in grammar and pronunciation, the students can speak better.

2. For the students

The students must always practice to speak English in their daily life. The students should not be afraid to make mistake when practice to speak English.



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